Two Peas in a Pod: IEP Objectives & Standards Based Instruction

Presenters:
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AMAC
Accessibility for All

C4ATX
Center4ATExcellence

TOOLS for LIFE
Georgia's Assistive
Technology Act Program

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Two Peas in a Pod
IEP Objectives & Standards Based Instruction
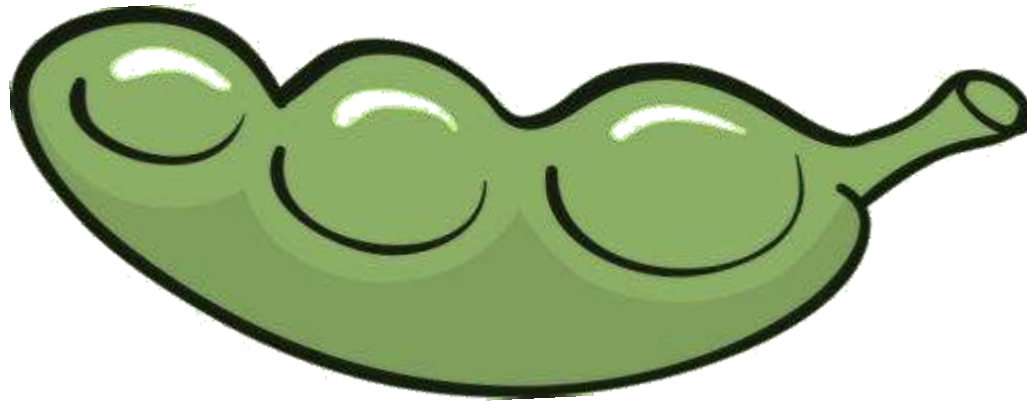
Juanita Pritchard, Ed.S. , NBCT

Learning Outcomes

- Identify the connection between IEP objectives and standard based instructional units.

- Participate in development of Integrated Unit on Cells to demonstrate hands-on activities that support best practice instruction for ID students.

- Explore ways to embed IEP objectives into the standards based unit framework.

http://piecing-together.weebly.com

Additional Handouts

Download at Piecing It Together Website:

http://piecing-together.weebly.com

- Blank Unit Plan

- Partial Cell Unit Plan for notes

- Planning matrix

DATA
Behavior

ETC
Parents
School
paperwork

Life Skills

Standards based instruction

IEP
Goals & Obj

INTEGRATED UNIT INSTRUCTION

http://piecing-together.weebly.com
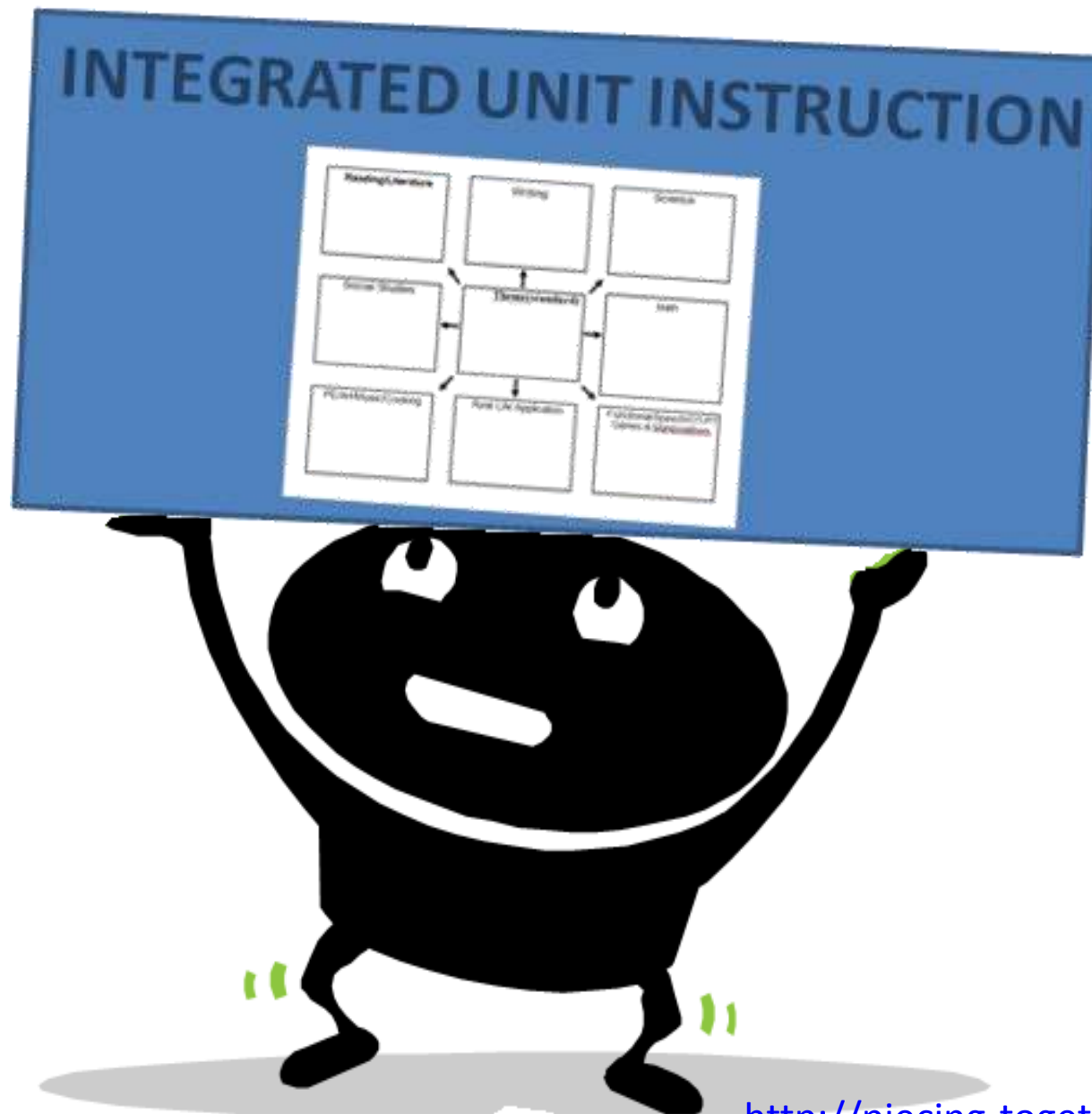
Why integrated unit instruction?

- All students should be provided access to grade level content
- Multiple grades and content areas in a single unit
- Provides required repetition for students
- Across trainers, materials, & environments for generalization
- Allows embedding individual IEP goals & objectives
  - Meaningful focus to standards
  - Life skills in a variety of scenarious
- Helps saves planning & instruction time

- Focus on communication & behavior : COMPLETES, COMPLIES or INITIATES

ELA Activities/CCGPS
"The Mitten" adapted story

ELACCKRL1; 1RL1: Answer questions about key details;
ELACCKRL2;1RL2: Retell stories
ELACCKRL3; 1RL7: Identify characters, setting, events;
ELACC2RL1: Answer "Wh" questions
ELACCKW1; 1W1; 2W1: Write opinion piece w/book name; opinion of book
ELACCKW3; 1W3; 2W3: Write to sequence events of story;
ELACCKSL2; 1SL2; 2SL2: Answer questions about key details
ELACCKL5a: Sort common objects into categories
ELACC1L5a: Sort words into categories
ELACC2L1e: Uses adjectives
ELACCKRI1; 1RI1; 2RI1 – Answer questions about key details in a text
(Hot Chocolate recipe)

IEP Objectives
-Match to sample
-Increase vocabulary (animals, clothing, numbers)
-Sequence
-Count 1 – 10; identify numbers
-Use ordinal number concepts
-Sort & Classify objects/pictures
-Increase Mean length of utterance
-Use AAC device/switch to access curriculum
-Answer "WH" questions
-Describe objects/pictures

Social Studies Activities/GPS
SSKH3 Use words/phrases related to chronology and time:
e. first, last, next

SS1E4 Describe costs and benefits of spending/saving choices

SS2E3 Explain use of money to obtain goods they want

Math Activities/CCGPS
MCCK.CC.1 Count to 100 by ones
MCCK.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral
MCCK.MD.1 Describe measurable attributes of objects, such as length
MCCKMD3: classifying objects into categories
MCC1.MD.2 Compare lengths of animals/mittens
MCC1MD4:organize, represent, interpret data (Marshmallow graphing)
MCC2.MD.1 Measure length of animals/mittens using rulers
MCC2.MD.2 Measure length of animals/mittens using inches/centimeters
MCC2MD10:use picture/bar graph to represent data; answer simple problems using information in bar graph (Marshmallow graphing)
MCC1OA1; Addition up to 20 using objects, drawings, equations
MCC2OA1:Addition word problems using drawings;

UNIT 3:
The Mitten

JAN BRETT

Science Activities/GPS
SKP1b. Use senses to classify materials according to physical attributes (color, size, texture)

S1E2. Students will observe and record changes in water as it relates to weather.
a. Recognize changes in water when it freezes (ice) and when it melts (water).
b. Identify forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water).

S2P1a. Identify the three common states of matter as solid, liquid, or gas.

Art/Music/PE/Leisure
- Art Ideas for *The Mitten*:
- Mitten Sun Catcher

- Songs for *The Mitten*:
"The Mitten" to the tune of "The Farmer in the Dell"
"Mitten Mates" (mitten matching song)
"Winter Pokey" (like Hokey Pokey)
http://singanewsongmusic.blogspot.com/2011/01/mittens.html

- Movement Activities for *The Mitten*:
A YouTube play that has lots of music and movement:
http://www.youtube.com/watch?v=a3N/j3KDsA-U

Computer Access
Adapted story;
Assistive Technology
-Use Step by Step to list animals in sequence; give repeated line (" ___ crawled in; ___ peeked out"); relate 4 step sequence of life cycle; count mittens and animals; -Use TechTalk8 overlays to sequence, answer questions

Food Prep
-Hedgehog Cookie Recipe

-Hot Chocolate Recipe

-Make Mitten Sandwiches with mitten cookie cutters to cut mitten shapes from the bread

-Make mitten shaped refrigerator cookies and have students cut and decorate them

Assumption about IEP objectives:

- They are chosen to support the transition plan which focuses on post school outcomes (for students 14 and older)

- They are written in a SMART format – specific, measureable, achievable, realistic, time bound

- They are age and grade appropriate & compensatory skills are explored for older students.

How to create integrated unit?

1. Select theme/standard/literature base

2. Brainstorm activities related to the theme

3. Locate standards to support instruction
    May be different for different grades

How to create integrated unit?

4. Locate (embed) places where IEP objectives can be met (Use Activity Matrix)

5. What IEP objectives are left?
   Can activities be added to address these?

6. How will you collect data? Formative & Summative Assessments related to standards?

7. Are Life Skills embedded? Art, cooking, following written directions, communication opportunities, following schedules, etc.

Non-standards based IEP objectives

Common IEP Objectives

- Count 1-10
- WH questions
- Sort or match by attributes (color, size, etc.)
- Personal information
- Stay on task
- Complete task
- Increase sight word vocabulary

- Follow visual schedule
- Copy from a model
- Turn head toward sound
- Choose between a field of 2
- Tolerate ……..
- Place objects in container
- Use switch to make choice
- Cause & effect

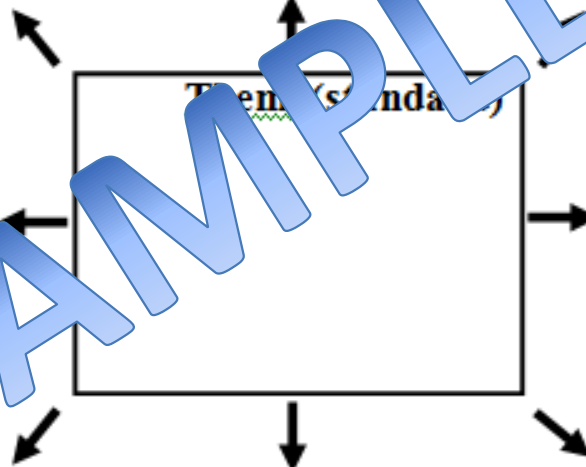**OTHERS???**

Reading/Literature	Writing	Science

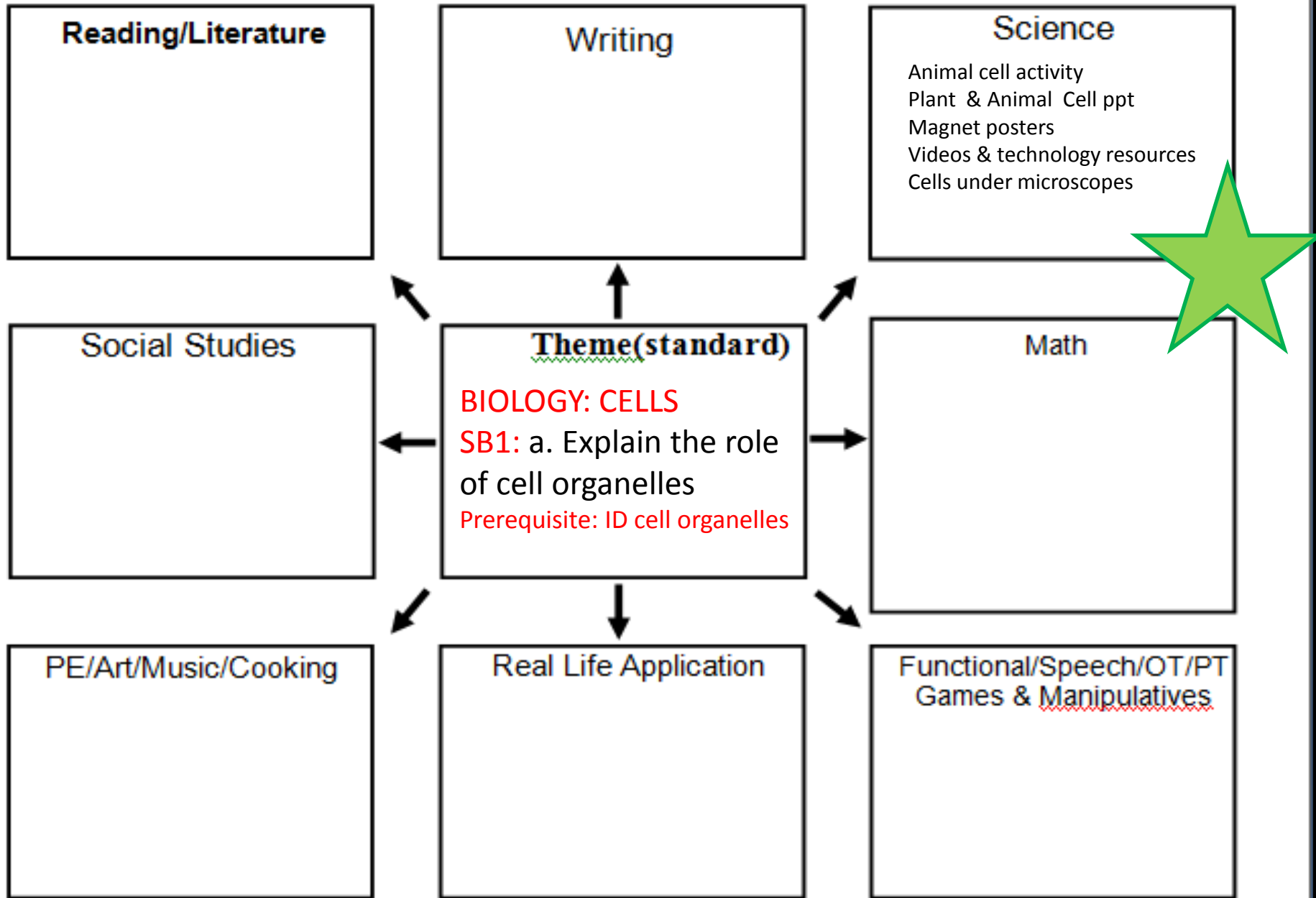| Social Studies	Theme (standard)	Math

PE/Art/Music/Cooking	Real Life Application	Functional/Speech/OT/PT Games & Manipulatives

Reading/Literature	Writing	Science
		Animal cell activity Plant & Animal Cell ppt Magnet posters Videos & technology resources Cells under microscopes

Social Studies	Theme(standard)	Math
	BIOLOGY: CELLS SB1: a. Explain the role of cell organelles Prerequisite: ID cell organelles	

PE/Art/Music/Cooking	Real Life Application	Functional/Speech/OT/PT Games & Manipulatives

Science Activities for Cells

ANIMAL CELLs
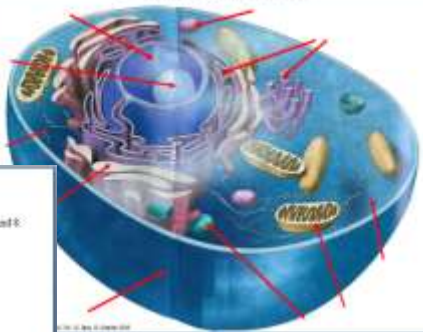
This is an animal cell.

Created by Jessie Moreau
Gwinnett County Public Schools

Directions for Labeling Cell Activity
- Print slides 5, 6, 7 & 8 on cardstock.
- Laminate each page. Cut out cell name labels.
- Students can match names to slide 6 and to label parts of the cells with slides 7 and 8.

Ribosome	Vacuole
DNA	Cytoplasm
Nucleus	Mitochondrion
Golgi	Lysosome
Cell Membrane	Endoplasmic Reticulum

Label the parts of the animal cell.

ADAPTED POWERPOINT

1. Switch users can "turn the page"
2. Interactive portions
3. Print and use interactively

Once logged into DOE Resource Board for students with significant cognitive impairments – search **Animal Cells Interactive Activities -- Jessie Moreau, Gwinnett County Public Schools**

Focus on identifying a few organelles – cell membrane, nucleus, and cytoplasm. If identification is obtained, add the function in simple terms:
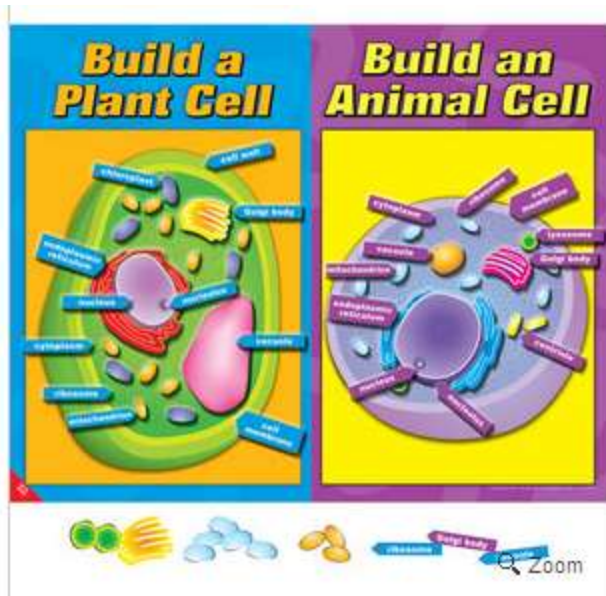
Cell membrane – protects cell
Nucleus – the brain (or the boss)
Cytoplasm – jelly like substance that holds organelles

Science Activities for Cells
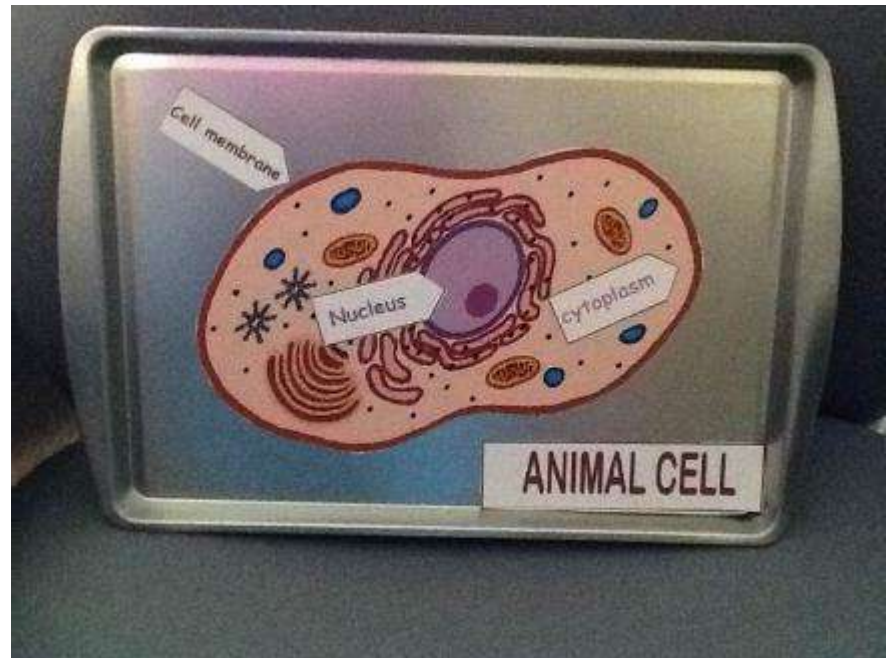
Commercially available

Or make your own –
Cookie Sheet
Magnetic Paper thru printer

Build-A-Cell Poster And Magnets Set

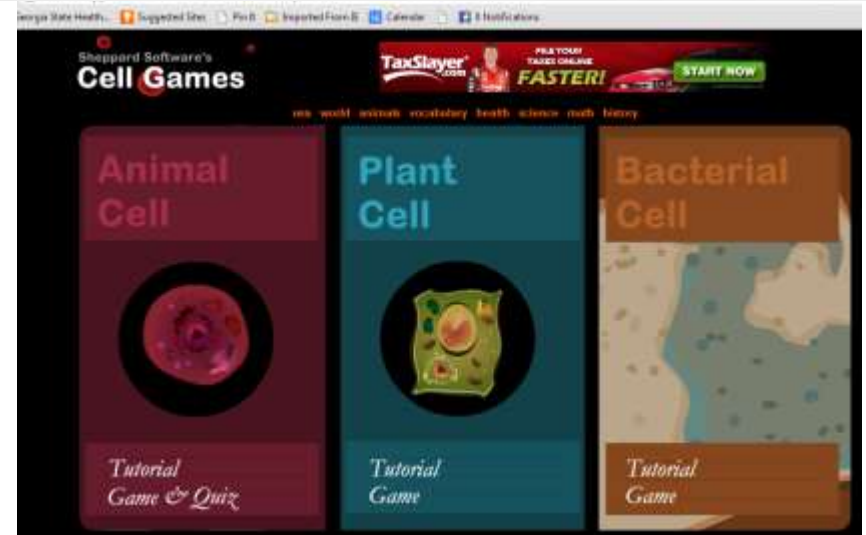Better than worksheets:
Students can practice again & again as they learn
Can be used over & over

Science Activities for Cells

Use technology –
Many on-line activities to involve students

www.sheppardsoftware.com/health/anatomy/cell/index.htm

Using real microscopes to view cells
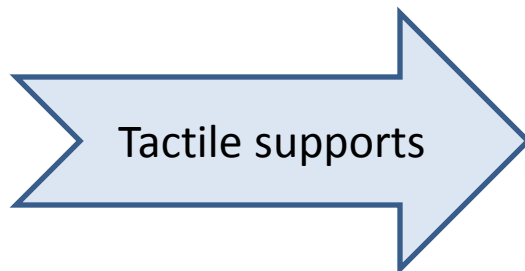

www.brainpop.com
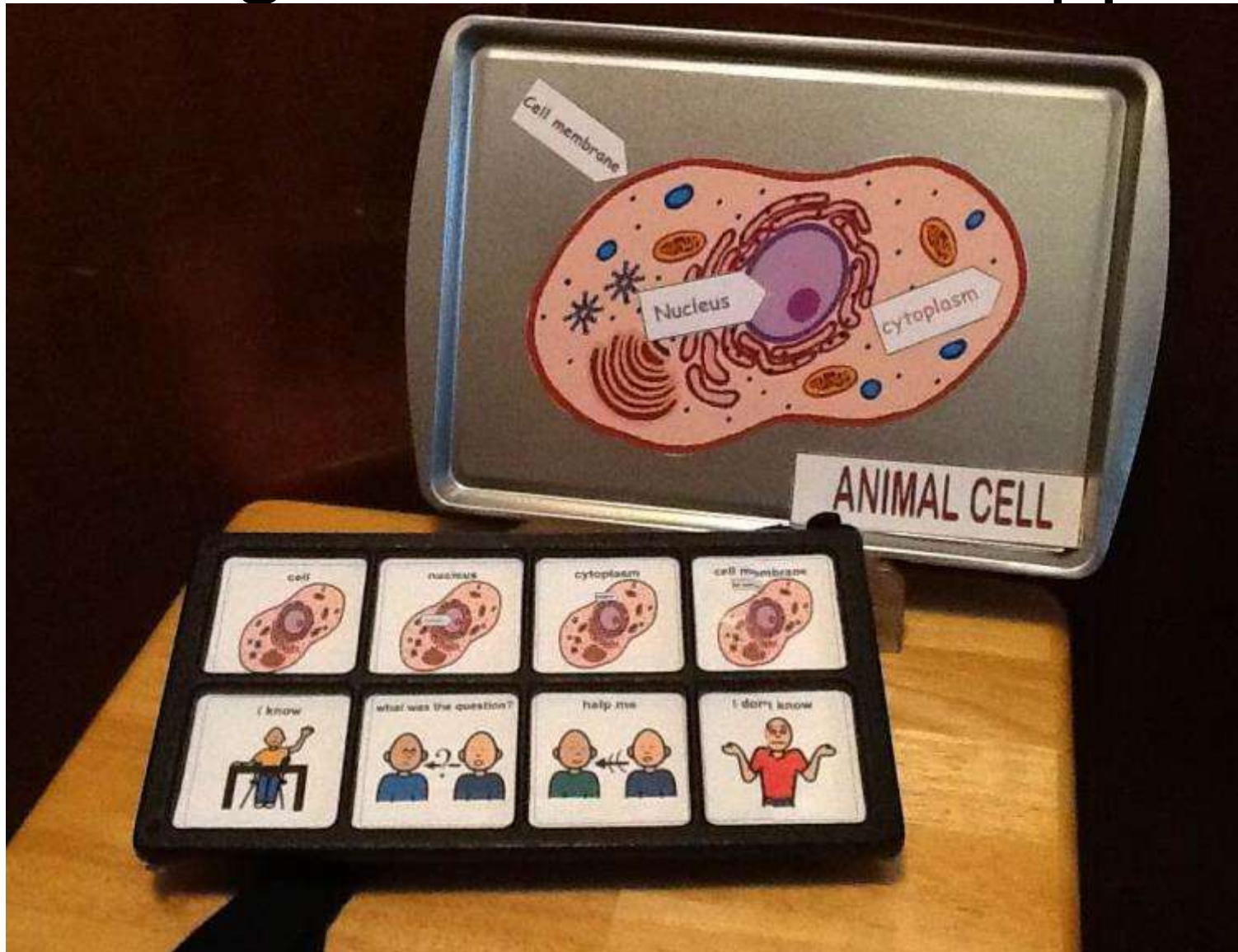
Using Communication Support

Using Communication Support

Tactile supports

Using Communication Support

Low Tech Solution

Reading/Literature

Adapted non-fiction text
Specialized glossary
Vocab activities

Writing

Science

Animal cell activity
Plant & Animal Cell ppt
Magnet posters
Videos & technology resources
Cells under microscopes

Social Studies

Theme(standard)

BIOLOGY: CELLS
SB1: a. Explain the role of cell organelles
Prerequisite: ID cell organelles

Math

PE/Art/Music/Cooking

Real Life Application

Functional/Speech/OT/PT Games & Manipulatives

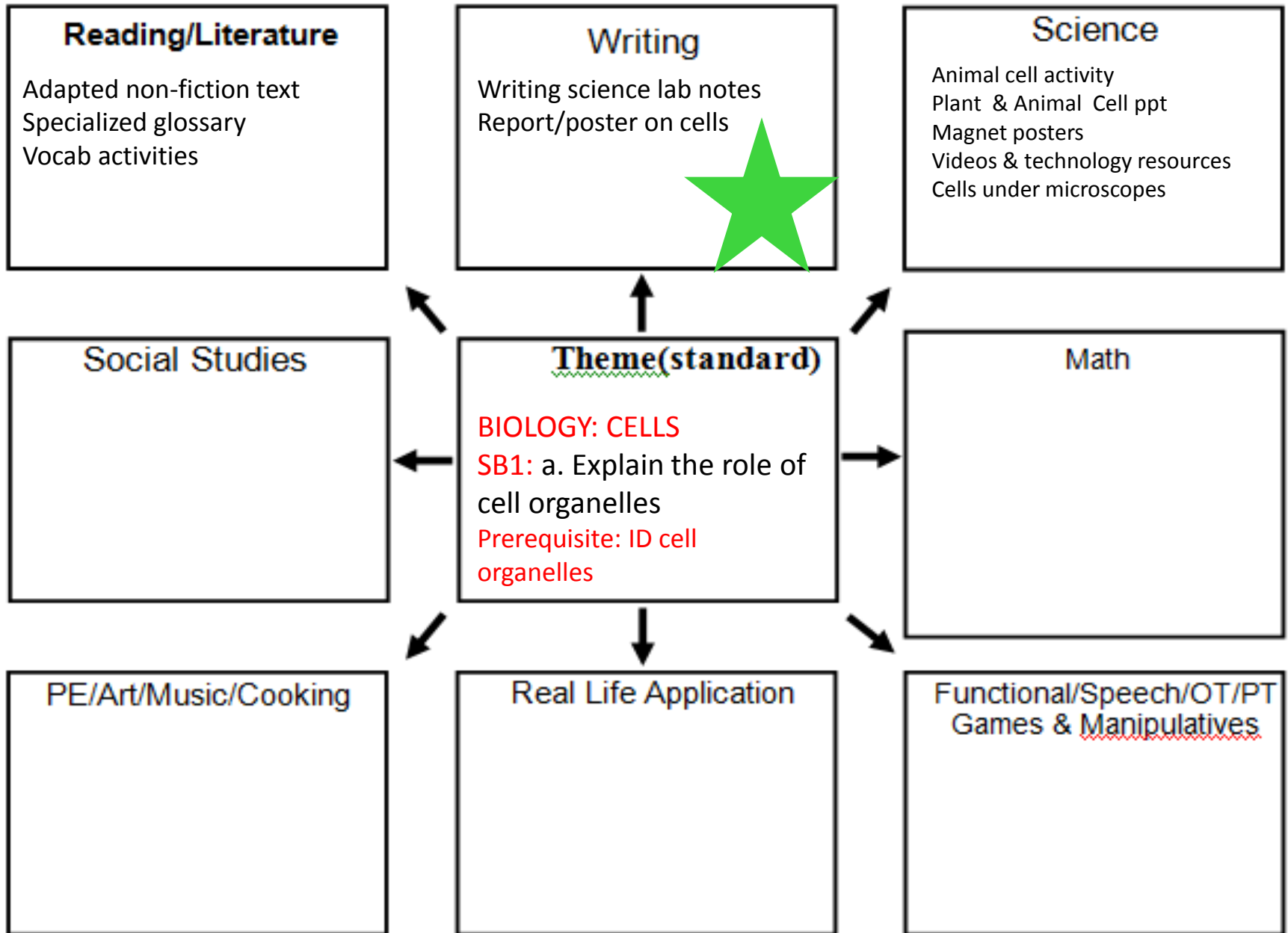# Reading Activities for Cells

Using scaffolding support to be sure everyone can participate.

Non-fiction PowerPoints available on DOE Electronic Resource Board

Make reading interactive- not flat print – multi-sensory.

Reading/Literature

Adapted non-fiction text
Specialized glossary
Vocab activities

Writing

Writing science lab notes
Report/poster on cells

Science

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Social Studies

Theme(standard)

BIOLOGY: CELLS
SB1: a. Explain the role of cell organelles
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Math

PE/Art/Music/Cooking

Real Life Application

Functional/Speech/OT/PT Games & Manipulatives

Writing – relevant details

Lab Report

Writing – relevant details

Lab Report

Writing – relevant details

Using eye gaze or switched to complete written expression
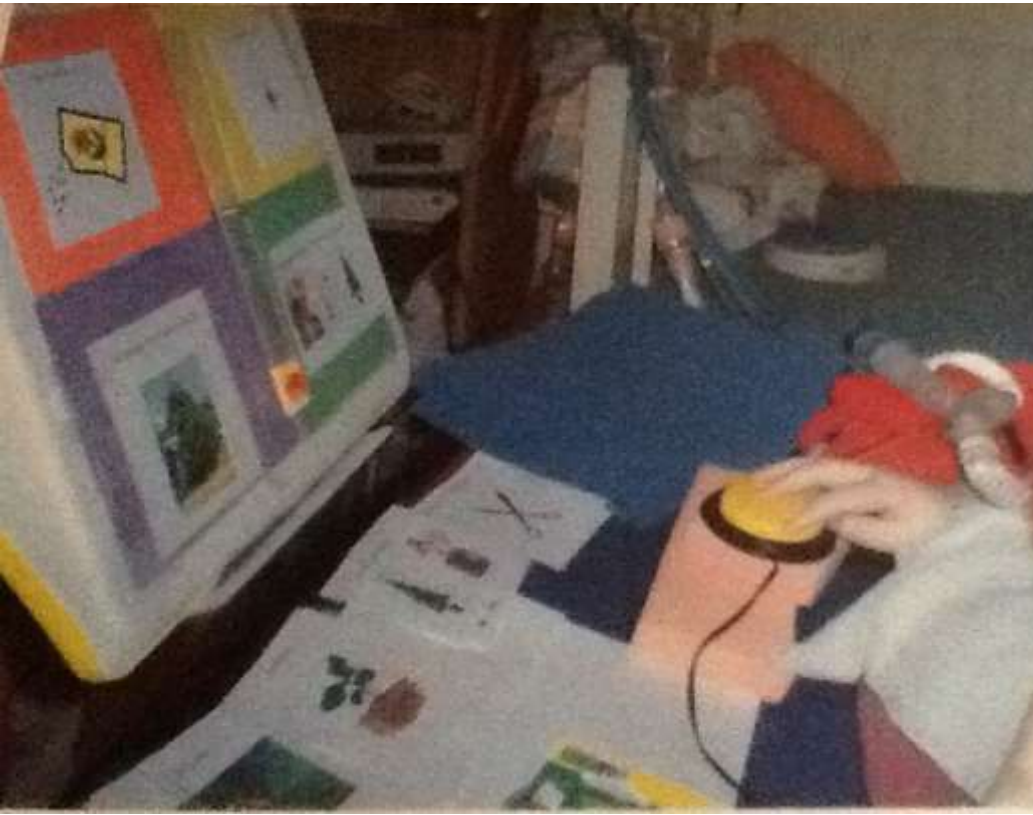
Writing – others ways to write

Reading/Literature	**Writing**	**Science**
Adapted non-fiction text Specialized glossary Vocab activities	Writing science lab notes Report/poster on cells	Animal cell activity Plant & Animal Cell ppt Magnet posters Videos & technology resources Cells under microscopes

Social Studies	**Theme(standard)**	Math
	BIOLOGY: CELLS **SB1:** a. Explain the role of cell organelles Prerequisite: ID cell organelles	

PE/Art/Music/Cooking	Real Life Application	Functional/Speech/OT/PT Games & Manipulatives
Edible Cell(s) Poster/project Foldables		

Edible cells: Science + Life Skills = Fun

Projects: Active Student Learning
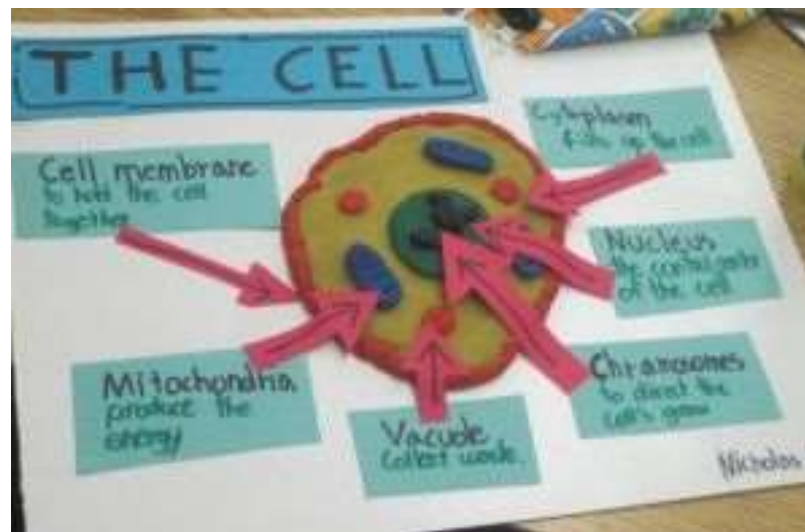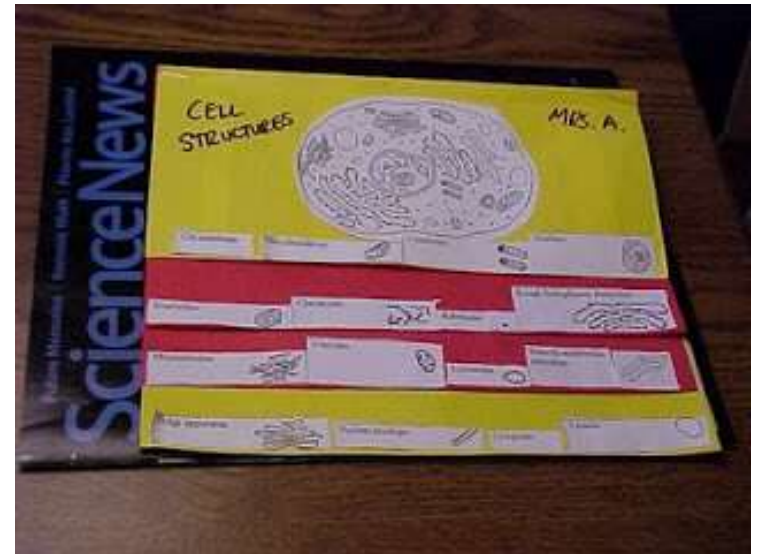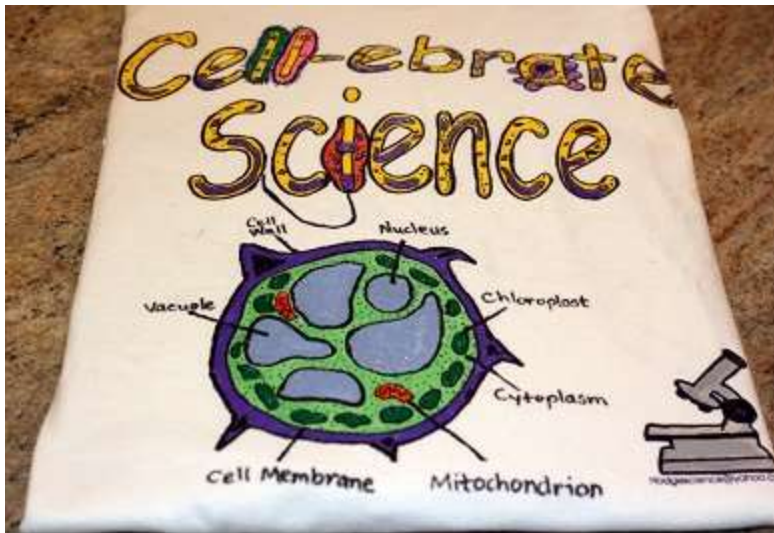
Projects: Active Student Learning
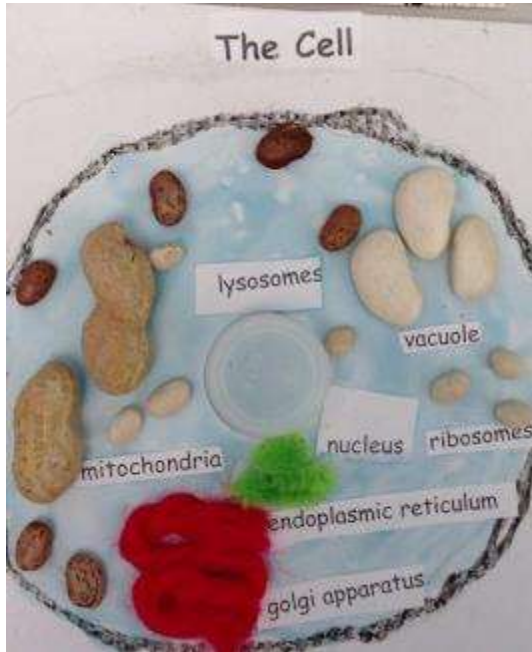
Reading/Literature

Adapted non-fiction text
Specialized glossary
Vocab activities

Writing

Writing science lab notes
Report/poster on cells

Science

Animal cell activity
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Cells under microscopes

Social Studies

Theme(standard)

BIOLOGY: CELLS
SB1: a. Explain the role of cell organelles
Prerequisite: ID cell organelles

Math

PE/Art/Music/Cooking

Edible Cell(s)
Poster/project
Foldables

Real Life Application

Functional/Speech/OT/PT Games & Manipulatives

Animal cell bingo
Puzzles
Vocabulary support/games

Games: Drill & Practice

Reading/Literature

Adapted non-fiction text
Specialized glossary
Vocab activities

Writing

Writing science lab notes
Report/poster on cells

Science

Animal cell activity
Plant & Animal Cell ppt
Magnet posters
Videos & technology resources
Cells under microscopes

Social Studies

SSEPF6 skills in the workplace

Theme(standard)

BIOLOGY: CELLS
SB1: a. Explain the role of cell organelles
Prerequisite: ID cell organelles

Math

PE/Art/Music/Cooking

Edible Cell(s)
Poster/project
Foldables

Real Life Application

Visit to vet to see cells
See their own sample cells
Speaker on cells

Functional/Speech/OT/PT Games & Manipulatives

Animal cell bingo
Puzzles
Vocabulary support/games

Medical professional speaking on Cells.

Visit to vet's office to look at cells under microscope

Looking at own personal cells under Microscope.

Reading/Literature

Adapted non-fiction text
Specialized glossary
Vocab activities

RI.1 – citing text
L.4 - Use specialized glossary

Writing

Writing science lab notes
Report/poster on cells

W.2 develop topic…relevant details

Science

Ani...
...pt
...urces
...pes
...of cell

Social Studies

SSEPF6 skills in the workplace

Them...

BIOLO...
SP...

Math

MCC9-12.A.CED.1 equations
MCC9-12.S.ID. 1 Dot Plots

PE/Art/Music

Edible C...
Post...
...

Real Life Application

Visit to vet to see cells
See their own sample cells
Speaker on cells

Functional/Speech/OT/PT Games & Manipulatives

Animal cell bingo
Puzzles
Vocabulary support/games

ACADEMIC STANDARDS: High School
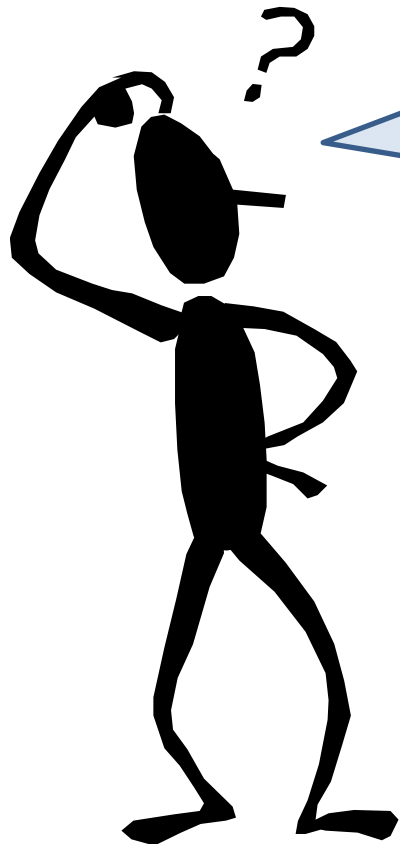
Use Activity matrix to help

Matrix for Embedding Objectives

NAME	IEP Objective(s) ACTIVITIES →								

These objectives can be embedded:

- Count 1-10
- WH questions
- Sort or match by attributes (color, size, etc.)
- Personal information
- Stay on task
- Complete task
- Increase sight word vocabulary

- Follow visual schedule
- Copy from a model
- Turn head toward sound
- Choose between a field of 2
- Tolerate ……..
- Place objects in container
- Use switch to make choice
- Cause & effect

Matrix for Embedding Objectives into Unit Activities

	Adapted NonFiction Text	Edible Cell	Poster of Cell	Foldable of Cell	BrainPop Activity				
Count 1-10		X	X	X					
WH questions	X	X	X	X	X				
Increase sight word vocabulary	X	X	X	X	X				
Choose between a field of 2	X	X	X	X					
Cause & effect	X	X	X	X	X				
Stay on task	X	X	X	X	X				

Reading/Literature

Increase vocab

Adapted non-fiction text
Specialized glossary
Vocab activities

RI.1 – citing text
L.4 - Use specialized glossary

WH questions

Writing

Writing science lab notes
Report/poster on cells

WH questions

W.2 develop topic - relevant details

Increase vocab

Science

WH questions

Animal cell activity
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SB1 – functions of cell organelles

Increase vocab

Count 1-10

Social Studies

SSEPF6 skills in the workplace

Theme(standard)

BIOLOGY: CELLS
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Prerequisite: ID cell organelles

Math

MCC9-12.A.CED.1 equations
MCC9-12.S.ID. 1 Dot Plots

Count 1-10

PE/Art/Music/Cooking

Edible Cell(s)
Poster/project
Foldables

Count 1-10

WH questions

Increase vocab

Real Life Application

Visit to vet to see cells
See their own sample cells
Speaker on cells

WH questions

Increase vocab

Functional/Speech/OT/PT Games & Manipulatives

Animal cell bingo
Puzzles
Vocabulary support/games

WH questions

Count 1-10

Increase vocab

Are there IEP Objectives not addressed in the unit?

- Look for places they can be integrated
  - Some just can't, but most can be embedded

THINK OUTSIDE THE BOX!!

Other life skills that should be embedded:

- Using a visual schedule/directions
- Following directions to completion
- Advocating for self
- Setting up and cleaning up own work area
- Getting more work when task is complete
- Decreasing prompt dependence
- Asking and answering questions
- Working standing up as much as possible
- Planned chaos

COMMUNICATION FIRST!!!

- Be sure there is always communication support
  - Vocabulary Support
    - Even for verbal students
    - Difference between "verbal" and "communicating"
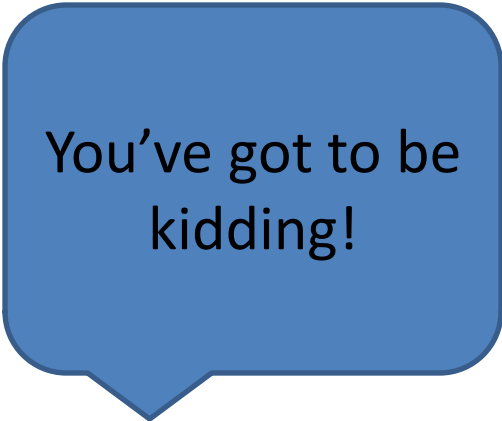   - Stranger test
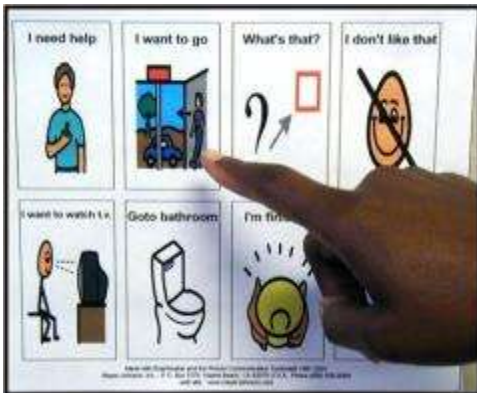
COMMUNICATION FIRST!!!

– Beyond labeling

- Core vocabulary

- Asking

- Opinions

- Comments – things students WANT to say

I need more work.

You've got to be kidding!

"For the things we have to learn before we can do them, we learn by doing them."
— Aristotle

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Website under construction –

http://piecing-together.weebly.com/

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